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ABSTRACT

This document is the third volume of the Adult Literacy Leadership Project, an effort to identify the educational and training needs of Florida's literacy personnel--instructors, administrators, and advisors. Volume three contains an annotated bibliography on effective strategies for combatting adult illiteracy. The bibliography covers the following subjects: (1) definitions of functional literacy; (2) adult literacy change strategies; (3) adult literacy plan--Arkansas; (4) adult literacy plan--Virginia; (5) adult literacy centers; (6) adult literacy--volunteerism; (7) adult literacy--rural settings; (8) Project Literacy United States (PLUS); (9) adult literacy and newspapers; (10) evaluation of adult intelligence; (11) evaluation of adult learning difficulties; (12) teaching strategies for beginning adult readers; (13) language experience approach for adults; (14) teaching strategies for writing to beginning adult readers; (15) adult literacy--English as a second language; and (16) adult literacy and employment. Each of the 30 listings contains the Educational Resources Information Center (ERIC) document accession number, the author, the title, the year published, the type of document, and an abstract. (NLA)

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ADULT LITERACY LEADERSHIP PROJECT

VOLUME III

EFFECTIVE STRATEGIES FOR COMBATTING ADULT ILLITERACY ANNOTATED BIBLIOGRAPHY

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ANNOTATED BIBLIOGRAPHY
ADULT LITERACY LEADERSHIP PROJECT

The following annotated bibliography provides an overview of recent literature which focuses on effective strategies for combatting adult illiteracy. The bibliography is subheaded under specific categories noted below:

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1. DEFINITIONS OF FUNCTIONAL LITERACY

AN: **ED236576**
AU: **Kazemek, Francis E.**
TI: **An Examination of the Adult Performance Level Project and Its Effects upon Adult Literacy Education in the United States.**
PY: **1983**
DT: **Opinion Papers**
AB: The Adult Performance Level (APL) project, which developed and validated a series of objectives for adult functional competency free from school-based notions of literacy, is the most widely accepted approach to adult literacy and adult literacy education in the United States today. Yet a review of the project and its impact reveals that the APL criteria and their resulting objectives, instructional strategies, and programs are insupportable by empirical evidence and detrimental to both individuals and society. The APL's assertion that researchers were able to specify what all groups or subcultures in the United States must be able to do to be labelled functionally competent is suspect. Researchers' norms do not necessarily reflect the goals, needs, skills, and aspirations of adults rejecting traditional middle-class goals. In addition, by ignoring the moral and ethical aspects of adult literacy in their effort to describe a value-neutral situation, the APL project authors actually prescribe a form of literacy education that perpetuates the status quo. Finally, if the APL project is a form of persuasive discourse, it cannot discuss adult literacy from a position of science and research. The APL project has failed to consider all the available facts concerning the complex nature of adult functional competency.

2. ADULT LITERACY CHANGE STRATEGIES

AN: **ED254624**
TI: **Adult Learners: Key to the Nation's Future.**
CS: **Commission on Higher Education and the Adult Learner, Columbia, MD.**
SP: **American Council on Education, Washington, DC; Council for the Advancement of Experiential Learning, Columbia, MD; Maryland Univ., College Park. Univ. Coll.**
PY: **1984**
DT: **Opinion Papers**
AB: For reasons of National interest embedded in the economic, political, and social determinants of the quality of life, the fostering of learning by adults is an immediate and compelling National need that requires a lucid and forthright statement of National policy and immediate attention by the Nation's colleges and universities. To meet this need, it is imperative that the Federal Government and the major providers of education and training to adults take definitive actions directed at meeting the following major challenges: developing or renewing employability for the unemployed, maintaining and enhancing occupational skills in the face of technological change, eliminating adult illiteracy, providing equal access to education for all adults, and developing knowledgeable citizens in an information and technological society. Recommended Federal actions in the area of financing adult learning include the stimulation of innovation in the delivery of adult education through institutional grants, encouragement of the development of improved delivery systems through multi-year challenge

grants, provision of financial assistance to needy adult learners and of voucher assistance to unemployed persons, and elimination of present disincentives to adult learning in the tax system. Efforts must also be increased to develop new partnerships among labor, business, government, and higher education through such avenues as regional conferences and National, regional, and local communications networks.

3. ADULT LITERACY PLAN - ARKANSAS

AN: **ED307449**
TI: **Arkansas Action Plan for Literacy Enhancement. Report of the Governor's Commission on Adult Literacy.**
CS: **Arkansas State Office of the Governor, Little Rock.**
PY: **1988**
DT: **Reports - General**
AB: This document contains a mission statement, goals, and strategies and recommendations prepared by the Arkansas Governor's Commission on Adult Literacy. Goals include increasing from approximately 29,000 to 100,000 the number of adult learners engaged in pursuing at least one higher functional level of literacy by 1992-93 and quadrupling the involvement of the private sector through donations of money, personnel, facilities, and workplace literacy programs. Strategies and recommendations include the following: (1) reorganize and rename the Vocational and Technical Education Division to raise the stature and focus of adult education and improve coordination between public and private sector literacy efforts; (2) implement an annual statewide drive to generate resources from the private sector; (3) identify and eliminate legal/regulatory impediments that hinder literacy enhancement efforts and support services; (4) increase the number of literacy volunteers; (5) develop a mandatory preliminary screening and assessment process to identify at-risk adults who receive unemployment benefits or public assistance or who are in prisons; (6) implement mandatory participation in literacy enhancement programs for at-risk adults; (7) expand workplace literacy efforts; (8) improve literacy education in prisons; (9) develop a public relations campaign; (10) develop programs to address the need of persons with learning disabilities; and (11) increase the use of libraries and television in literacy education.

4. ADULT LITERACY PLAN - VIRGINIA

AN: **ED312016**
AU: **Lightfield, E. Timothy; and others**
TI: **Challenges toward the Year 2000: A Report of the Chancellor's Task Force on the Role of the Virginia Community College System in Economic Development.**
CS: **Virginia State Department of Community Colleges, Richmond.**
PY: **1989**
DT: **Opinion Papers**
AB: Developed for consideration by the Chancellor and Virginia State Board of Community Colleges, other public officials, and all citizens of the Commonwealth, this task force report examines the future of Virginia's community colleges in economic development and workplace literacy. The report sets forth ten challenges which stand as obstacles to the full realization

of the state's potential for economic development and **adult literacy** and recommends and describes **strategies** for dealing with them. Underpinning the recommendations are five primary goals for the colleges: playing a proactive role in the local community; forming and advancing partnerships and collaboration with other institutions, agencies, and the corporate workplace; responding to demands for workplace literacy and training; and seeking increased funding. The ten challenges concern: (1) strategic planning for economic growth; (2) providing Virginia businesses with access to new technologies, technical data, and technical assistance; (3) preparing intensifying direct support for small businesses; (5) providing corporate training and retraining; (6) actively participating in **adult literacy** initiatives; (7) maximizing resources within the Virginia community college system; (8) maximizing resources within the Commonwealth; (9) positioning each college as a major educational resource for local community development; and (10) obtaining adequate and equitable financial support. Information on the charge, purpose, and membership of the task force is included.

5. ADULT LITERACY CENTERS

AN: **ED281051**
TI: **Developments in Adult Literacy and Basic Skills. An Interim Report.**
CS: **Adult Literacy and Basic Skills Unit, London (England).**
PY: **1984**
DT: **Reports - Research**
AB: This report describes the development work of the **Adult Literacy** and Basic Skills Unit since 1980 and indicates useful **strategies** and approaches. Chapter 1 focuses on new styles of **adult literacy** provision. These include drop-in centers, short courses, open learning systems, and media-assisted learning. Chapter 2 concerns provision of **adult literacy** and basic skills tuition for the unemployed. Motivation, advice and guidance, location, and publicity and recruitment are discussed. Basic education through paid release for employed adults is briefly addressed. Chapter 3 looks at further development of adult numeracy provision. Chapter 4 is a brief overview of provision to meet the literacy and numeracy needs of second language speakers. Focus of chapter 5 is meeting specific needs in **adult literacy** and basic skills provision. Publicity and recruitment, access, styles of provision, cooperation with other agencies and organizations, and materials development are discussed. Chapter 6 addresses creating access to further opportunities for basic education students. Four components in developing access are covered: information about further opportunities, guidance, bridging/transition courses, and organization and structure of adult and further education that takes account of students "moving on" form basic education. Appendices include listings of projects and relevant publications.

6. ADULT LITERACY - VOLUNTEERISM

AN: **ED268332**
AU: **Mayer, Steven E.**
TI: **Guidelines for Effective Adult Literacy Programs**
CS: **Rainbow Research, Inc., Minneapolis, MN**
SP: **B. Dalton Bookseller, Minneapolis, MN**
PY: **1984**

DT: **Guides - Non-classroom**
AB: This guide is intended to assist individuals involved in the development, administration, and delivery of volunteer-based community **adult literacy** programs. Addressed in the individual sections of the guide are the following topics: community (community assessment, learner population, program purposes, public awareness, and partnership and networking); adult learners (recruitment, initial interviews and assessment, use of assessment data, and linking adult learners to additional resources); staff resources (determination of staffing needs, staff recruitment, staff development and evaluation); instruction and support (instructional **strategies** and materials, adult learner support, and quality assurance); governance (accountability, legal issues, planning, and role of adult learners and staff); management (staff, financial, office and records management and reporting); and evaluation (program and student evaluation). Appendices to the guide contain checklists providing guidelines for collection and maintaining descriptive and performance data as well as a list of resources dealing with **adult literacy** and literacy programs.

7. ADULT LITERACY - RURAL SETTINGS

AN: **ED274500**
AU: **Newlin, Joe; and others**
TI: **Educational Programs That Work in Rural Settings: A Sampler of Proven Exemplary Educational Programs and Practices. First Edition, 1987.**
CS: **Rural Education Association, Fort Collins, CO; Sopris West, Inc., Longmont, CO**
PY: **1986**
DT: **Reference Materials - Directories/Catalogs**
AB: Compiled for rural educators, this catalog describes 58 exemplary educational programs available for adoption by any school through the National Diffusion Network (NDN), but selected with the needs and resources of rural schools in mind. Introductory sections explain the function of NDN and the role of NDN facilitators in assisting those seeking new programs to solve specific problems. A directory of facilitators is included. The bulk of the document consists of one-page program descriptions organized under the headings of content programs, special programs, and administrative programs. In addition to a summary of goals and **strategies**, information for each program includes audiences, staff and training requirements, costs of materials and training, services offered, and contact person. The 33 content programs cover reading, mathematics, health, critical thinking, science, drug education, vocabulary, and physical education. The list includes programs that motivate students to read more and watch television less, individualize movement education, and teach staff to infuse critical thinking skills into the basic curriculum. The 22 special programs cover computer literacy, computer-based instruction, careers, **adult literacy**, early intervention for handicapped students, comprehensive services for hearing impaired children, and curriculum for gifted and talented students. The three administrative programs deal with inservice teacher training.

8. PROJECT PLUS

AN: **ED304539**
AU: **Alamprese, Judith A.; and others**
TI: **Project Literacy U.S. (PLUS): Impact of the First Year's Task Forces. Final Report**
CS: **COSMOS Corp., Washington, DC**
SP: **Corporation for Public Broadcasting, Washington, DC**
PY: **1987**
AV: **COSMOS Corporation, 1735 Eye Street, N.W., Suite 613, Washington, DC 20006 ($9.50)**
DT: **Reports - Research**
AB: This report details an evaluation of the effects of outreach activities of Project Literacy U.S. (PLUS) on community responses to their illiteracy problem. Part A describes general findings regarding PLUS task force activities during the campaign's first year, December 1985-June 1987. Section I is an introduction; Section II describes activities that preceded the PLUS campaign, **strategies** that ABC and PBS used to develop the campaign, and simultaneous national literacy activities. Section III presents the conceptual approach and data collection methods. Section IV discusses development and functioning of task forces as mechanisms for coalescing support to combat illiteracy. Sections V-VII describe activities task forces performed to accomplish the three PLUS goals--awareness raising, community collaboration, and recruitment of volunteers and adult learners. Section VIII assesses lessons learned and presents recommendations for policy and practice. Part B presents five case studies of PLUS task forces, which illustrate the **strategies** used in supporting the PLUS campaign. Each description covers task force development; related literacy efforts; task force organization and operation; awareness-raising activities; community participation; volunteer and adult learner recruitment; and impact on service provision. The five task forces are Beaufort County, South Carolina, St. Louis, Missouri, Los Angeles, California, Maine, and Oregon.

9. ADULT LITERACY AND NEWSPAPERS

AN: **ED281029**
AU: **Kozol, Jonathan**
TI: **Where Stands the Republic? Illiteracy: A Warning and a Challenge to the Nation's Press. A Report, with Recommendations to the American Newspaper Publishers Association and the American Society of Newspaper Editors.**
CS: **Cox Enterprises, Inc., Atlanta, GA.**
PY: **1986**
DT: **Information Analyses - General; Opinion Papers**
AB: Approximately 25 million adults are currently reading below the fifth-grade level, and another 35 to 40 million adults read between the fifth and eighth grade levels. This is particularly significant for the American press inasmuch as the average daily newspaper is written at a minimum of a ninth-grade reading level. A number of unexamined statements have become firmly entrenched in media discussion of the problem of adult illiteracy. It is a myth to assume the illiterate persons are reluctant to come forward, are mostly immigrants and nonwhites, and somehow "fell through the cracks." Neither is it accurate to blame the illiteracy problem on parents not reading

to their children, television, or a shift away from phonics. Other myths include the beliefs that the illiteracy problem can be met on the local level, include the beliefs that the illiteracy problem can be left to volunteer, or that more research is needed. America's illiteracy problem has had profound costs to our society and potential costs to a free press. The illiteracy problem has resulted in the emergence of two literacies-- and what is more-- two nations. The press can and must take steps to find and implement long-term solutions to the nations. The press can become an advocate of **adult literacy** and can work to eradicate the stigma surrounding adult non readers. Newspapers can use their pages to advance specific goals, their outreach power to launch city-wide or regional events promoting literacy, and their corporate power and prestige to help make the vast expansion of local programs possible. (Appendices include guidelines for increasing the role of American newspapers in the war on illiteracy and information on useful contacts for newspaper literacy action.)

10. EVALUATION OF ADULT INTELLIGENCE

AN: **ED295058**
AU: **de-Tagle, Jorge-Perez**
TI: **Proposal for a National Program on Accelerated Literacy**
PY: **1988**
NT: **Paper presented at a meeting of the International Society for Intercultural Training and Research (Denver, CO, May 9, 1988).**
DT: **Speeches/Meeting Papers; Opinion Papers**
AB: Integrative learning is an application of the theory of multiple INTELLIGENCE to teaching **strategies** and learning environments. Teachers in various parts of the country who have used integrative learning principles in their classrooms have noted dramatic gains in students' test scores and significant reductions in the amount of time required for learning. Integrative learning is reaching out to and succeeding with disadvantaged populations where traditional teaching has not succeeded, and has been seen as a means of drastically reducing the time needed for learning certain skills. The National Academy of Sciences has recommended accelerated learning as one of three approaches promising a breakthrough in learning development. The next step is to create a national program of accelerated literacy based on the principles of integrative learning. The cornerstone of the project should be efforts to reach out and succeed in teaching literacy movement from policymakers to trainers must be made to realize that there are at least four other types of INTELLIGENCE besides those traditionally held in the Western view. These are the kinesthetic-body, interpersonal, intrapersonal, and musical forms of INTELLIGENCE. Appropriate approaches for tapping these intelligences (including the use of animation and folklore) must be incorporated into the new literacy program.

11. EVALUATION OF ADULT LEARNING DIFFICULTIES

AN: **ED287988**
AU: **Montgomery, Dorothy**
TI: **STALD: Screening Test for Adults with Learning Difficulties and Strategies for Teaching Adults with Learning Difficulties**
CS: **Education Service Center Region 9, Wichita Falls, TX**

SP: **Texas Education Agency, Austin, Div. of Adult and Community Education Programs.**
PY: **1986**
DT: **Guides - Non- Classroom**
AB: Part I of this document contains materials that relate to the Screening Test for Adult Learning Difficulties (STALD). The test, other testing materials, and test and administrator's sheets are provided as attachments. The test is aimed at screening adult learners individually to see whether characteristics common to adults with learning difficulties are present and, if so, to prescribe specific materials and methods known to be successful with them. It is designed to be administered by supervisors, adult education teachers, or volunteer tutors within a time frame of 35-45 minutes. Instructions explain how to administer the three parts of the test-- basic and perceptual screening, word identification test, and reading passages placement. Other sections address test interpretation and implications for remediation. A remediation chart is keyed to STALD errors; bibliographic data including source and price are given for materials cited in the remediation chart. Part II contains instructional resources for the remediation model for use in adult education or **adult literacy** settings. Contents include characteristics of adults with learning difficulties, principles for teaching learning disabled adults, techniques for teaching adults with learning difficulties, a curriculum for decoding instruction, and lists of instant words (frequently written English words) and protective words and phrases (used frequently in signs). Appended are an adult screening test and a STALD score sheet.

AN: **ED304518**
AU: **Partridge, Susan**
TI: **Consideration of Adults' Learning Styles for Better Literacy Programs: A Discussion**
PY: **1989**
DT: **Information Analyses - General**
CP: **U.S.; North-Carolina**
AB: **Adult literacy** programs could be improved by determining the learning styles and life-styles of individual students and incorporating findings into the instructional program. Many researchers have looked at adult students' lives and suggested teaching methods based on the studies. Some suggest using an instrument for identifying adults' learning styles, such as the "Productivity Environmental Preference Survey" by Dunn, Dunn, and Price. An explanation of adult learning styles identified by David Kolb was offered by Kornhonen and McCall. Their work classifies adults as convergers, divergers, assimilators, and accommodators. It also explains the two levels of learning, rote and understanding. Current research shows that a number of people are interested in finding ways of improving literacy programs and sharing their findings with others. Some suggestions from the literature for improving programs include the following: (1) helping students to understand themselves and to understand what reading truly is; (2) keeping the sensitivities of individual students in mind as writing is incorporated in the reading experience; (3) sharing by administrators and instructors of the responsibility for providing the best programs for students; and (4) always keeping in mind the uniqueness of each student.

AN: **ED303667**
CHN: **CE051953**
TI: **Specific Learning Difficulties.**
CS: **Adult Literacy and Basic Skills Unit, London (England).**
PY: **1989**
DT: **Guides - Classroom - Teacher; Collected Works - Serials**
AB: This paper presents finding from a project to identify and pilot the most appropriate forms of learning support for students with specific learning difficulties. The specific focus is dyslexia among adult basic education students. The document suggests first that the tutor's awareness of specific learning difficulties be developed through background information in written language processing and learning to collect a history/profile through student interviews. A checklist of features common to dyslexic students is provided. A diagnostic method is then based on a miscue analysis of the student's reading, an error analysis of the student's spelling in a dictation, and an analysis of the student's free writing. Two approaches to developing learning support for students with specific learning difficulties are discussed: setting up specialist learning support classes and working within literacy classes. The importance of establishing a spelling program is also addressed. A brief summary is then provided of the main points that emerged as learning **strategies** were developed in the areas of handwriting, writing, and reading and study skills. Practical ideas are offered for establishing a learning support class and providing learning support within literacy classes.

AN: **ED305596**
AU: **Keefe, Donald; Meyer, Valerie**
TI: **The Literacy Prescription: Profiles of Adult Readers with Recommended Instructional Strategies.**
PY: **1988**
DT: **Guides - Classroom - Teacher; Reports - Descriptive**
AB: The Literacy Prescription Project has served 250 clients in Illinois by providing individualized instruction and complete diagnostic reports--developing four profiles of adult disabled readers who can be treated with associated instructional techniques. Profile One adults cannot read the simplest pre-primer text and can only recognize a few words such as their name. It may be extremely difficult or impossible to teach these adults to read. Instructional **strategies** for these adults include language experience stories, environmental print books, and word banks and sorts. Profile Two adults have slightly higher reading levels than individuals in Profile One; they appear to be learners who did not learn to read in school because of environmental concerns. With proper tutoring, these adults should be able to read the newspaper and easy to read books. Instructional **strategies** include "written conversation," flash cards, and prediction exercises. Profile Three readers have a misunderstanding of the reading process: most believe reading is a process of sounding out words or memorizing vocabulary. Instructional **strategies** focus on modeling of good reading habits by the tutor and exercises designed to improve predictive abilities. Profile Four adults are readers but often choose not to read. They lack self-confidence in their academic abilities. **Strategies** for these adults include text mapping, key word search and prediction **strategies**, and summarizing **strategies**. Tutors and adult basic education instructors are encouraged to use any or all of the strategies described.

12. **TEACHING STRATEGIES FOR BEGINNING ADULT READERS**

AN: **ED272744**
AU: **Jones, Edward V.**
TI: **Teaching Reading through Language. Techniques.**
PY: **1986**
JN: **Lifelong-Learning; v9 n7 p 27-29 May 1986**
DT: **Guides - Classroom - Teacher; Journal Articles**
AB: Because reading is first and foremost a language comprehension process focusing on the visual form of spoken language, such teaching strategies as language experience and assisted reading have mush to offer beginning readers. These techniques have been slow to become accepted by many adult literacy instructors; however, the two strategies, particularly when used in combination, have more to offer to adult illiterates than to children who are learning to read. In essence, the language experience approach is based on a "dictate and read" strategy in which learners dictate or record brief statements are then typed as soon as possible for the student to use as reading material. Text may be transcribed as it was dictated or it may be scrambled. Assisted reading, which is a process of learning by immersion, is particularly effective when used in conjunction with the language experience approach. In the first of the three stages of assisted reading, the learner observes while an assistant moves a finger from word to word across the page while pronouncing them. In the second stage, the reader recognizes and vocalizes some of the words before the experienced reader supplies them. By the third stage, the beginning reader takes the initiative by pronouncing all the words he or she can while the assistant supplies the remaining words. Underlying both techniques is the assumption that reading is learned to a much greater extent than it is taught.

AN: **ED246272**
AU: **Schumacher, Sally**
TI: **Ethnographic Methodology in a Study of World Recognition Strategies of Adult Beginning Readers.**
PY: **1984**
NT: **Paper presented at the Adult Education Research Conference (Raleigh, NC, April 1984).**
DT: **Speeches/Meeting Papers; Reports - Research**
AB: Ethnography is a research methodology that belongs to a genre of research called by various names, including educational anthropology, participant observation, case study, fields study, and naturalistic inquiry. Ethnography was used as the research methodology for a nine-month study of adult beginning readers in Virginia. The research design was a case study that focused on the learning-to-read process of adults in beginning research instructional situations. Data included (1) selecting and training a research team, (2) gaining access and acceptance in the field, (3) holding weekly staff meetings and seminars to specify multiple research roles and evolving focuses; and (4) using procedures to establish a valid database. The study concluded that ethnography is an appropriate methodology when the purpose of the research is to describe and analyze a process from which variables can be identified and relationships suggested. These relationships can later be tested as hypotheses in verification research. Although the methodology is rigorous, time consuming, intellectually demanding, and presents complexities in roles and research ethics, it does provide standards to asses

the validity of the data and it is an exciting and fascinating approach to inquiry.

AN: **EJ381317**
AU: **Scales, Alice; Burley, JoAnne**
TI: **A Holistic Approach to Teaching Adult Literacy Techniques**
PY: **1988**
JN: **Lifelong-Learning; v12 n3 p 26-28 Nov. 1988**
DT: **Journal Articles; Reports - General**
AB: Demonstrates how Gibb's perspective of learning have influenced case study outcomes from a holistic perspective. Present abstracts of strengths, weakness, and instructional strategies from 15 case studies and compiles the information to present an instructor/learner situation. Principles of the holistic approach to teaching adult literacy are reviewed.

AN: **ED307579**
CHN: **CS009630**
AU: **Shermis, Michael**
TI: **Adult Literacy: Instructional Strategies. Focused Access to Selected Topics**
CS: **ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.**
SP: **Office of Educational Research and Improvement (ED), Washington, DC**
CN: **RI88062001**
PY: **1989**
DT: **Information Analyses - ERIC IAP'S; Reference Materials - Bibliographies.**
AB: This annotated bibliography contains 36 references on teaching methods and institutional strategies in the field of adult literacy found in the ERIC database. It contains citations from the period between 1987-1989 and is divided into two sections. The first section lists sources for instruction and training, while the second section contains references for the use of computers in adult literacy.

AN: **ED310377**
AU: **Newman, Anabel P.**
TI: **Adult Basic Education: Reading**
PY: **1980**
AV: **Allyn and Bacon, Inc., Order Department, 200 Old Tappan Rd., Old Tappan, NJ ($24.95).**
DT: **Books; Guides - Non classroom**
AB: This book is designed to provide practical suggestions and teaching approaches for both administrators and instructors involved in teaching reading to adults. This book contains the following chapters: (1) "Overview"; (2) "Diagnosing Learner Characteristics"; (3) "Goals and Objectives"; (4) "Planning Assessment"; (5) "Planning Strategies"; (6) "Organization"; (7) "Planning Resources"; (8) "Integrating Learning"; (9) "Implementation"; and (10) "Evaluation of Student/Instructor Progress." An extensive bibliography and sample diagnostic materials are appended.

13. <u>LANGUAGE EXPERIENCE APPROACH FOR ADULTS</u>

AN: **ED294155**
AU: **Bear, Donald, R.**
TI: **"On the Hurricane Deck of a Mule": Teaching Adults to Read Using Language--Experience and Oral History Techniques.**

CS: **Nevada Univ., Reno. Center for Learning and Literacy**
PY: **1987**
DT: **Guides - Classroom - Teacher; Guides - Non-classroom**
AB: Designed to instruct adult literacy teachers in using Language-Experience and Oral History techniques and distributed statewide to teachers in Nevada, this manual presents reading materials, diagnostic packages, and guidelines for adult literacy program organization. The first of three chapters begins with an introduction to the manual, and defines three types of adult readers--beginning (first to third grade level), transitional (fourth to sixth grade level), and specialized (functioning above sixth grade level but in need of specialized literacy training). In the second chapter, diagnostic teaching principles are outlined, informal measures of literacy proficiency and informal reading inventories are presented, and implications for teaching the beginning reader are discussed. The third chapter of the manual focuses on developing an Oral History program, and includes sample lessons for all three reading levels. A selected bibliography is appended for oral history in the classroom; the Language-Experience approach; literature, folklore, and histories based on oral records; and articles and books on adult reading education. In addition, the following appendixes are provided: (1) a case study of a 35- year-old male in an adult literacy program; (2) a literacy proficiency manual, with case summary sheet, pupil interview schedule, informal test of early word knowledge, and evaluation guide for writing; (3) student passages of adult informal reading inventory; and (4) dictations, written accounts, and interviews.

14. **TEACHING STRATEGIES FOR WRITING TO BEGINNING ADULT READERS**

AN: **ED308312**
TI: **Curriculum Outline for Teaching Writing to Adults: Intended Learning Outcomes, Strategies, Suggestions and Resources. Resource Series for Teaching Writing to Adults**
CS: **State University of New York, Albany**
SP: **New York State Education Department, Albany. Bureau of Adult and Continuing Education Program Development**
PY: **1988**
DT: **Guides - Classroom - Teacher**
AB: This document was developed as a resource for teacher trainers and adult educators who are teaching writing to adults. It has been designed to provide suggested intended learning outcomes, instructional strategies, and resources in an easy-to-use format. Most of the document is a chart that lists 10 intended learning outcomes are derived from two principles: (1) they reflect the research that supports the teaching of writing as a process that begins with thinking and planning, progresses to writing a first draft; and (2) they are directly related to the criteria of effective writing by which the General Educational Development writing sample is evaluated. Appendices provide samples, checklists, forms, and a 58-item bibliography.

AN: **ED243123**
AU: **Kazemek, Francis E.**
TI: **Writing in the Adult Literacy Program: A Theoretical Base**
PY: **1983**
DT: **Information Analysis - General; Opinion Papers**

AB: Using James Britton's model of discourse as a touchtone, this paper develops a theoretical base for writing instructionists in adult literacy programs. The paper explores writing from an interactionist's perspective that views writing as a complex recursive process in which the writer builds meaning with a text according to the purposes for writing, the intended audience, the mode in which writing is done, and the context in which the writing is done. The paper argues that writing is both a personal and a social process that requires engagement between writer and audience-- either other people or the writer's "generalized other." In addition, it argues that writing is a process by which writers not only communicate with others, but also learn and crate. After exploring writing from this perspective, the paper discusses the immediate implications of such a view for adult literacy instruction, looking specifically at the relationship between writing and adult literacy as a developmental process.

15. ADULT LITERACY: ENGLISH AS SECOND LANGUAGE (ESL)

AN: **ED311954**
CHN: **JC890456**
AU: **Biggins, Catherine M.; Sainz, JoAnn**
TI: **How Can Community Colleges Prepare the ESL and Bilingual Community College Student Reading at Levels 0.0-4.0 for Skilled Professions.**
PY: **1989**
DT: **Opinion Papers**
AB: Drawing form the literature on reading research and theories, this paper discusses the problems of community college students with severe reading/writing deficits, reviews the advantages and limitations of various approaches to reading instruction, and suggests a new method of word decoding. First, the paper explores the difficulties facing the student who does not overcome his/her reading/writing disabilities in college, including problems in finding and training for a job, a tendency to drop out of school, and a lack of self-esteem. The next section discusses the skills involved in the ability to read, noting that disabled readers have many of the abilities of skilled readers, but cannot communicate these abilities through the medium of print. Like skilled readers, disabled readers can understand the meaning of a passage, predict outcomes, understand social rules and expectations, separate fact form opinion, and draw conclusions, but not in relation to a printed text. Next, the paper addresses various problems and theories related to reading disabilities. This section considers the relationship between motivation, frustration, and stress; outlines the symptoms of several learning disabilities; and reviews relevant literature on word-identification **strategies**, vocabulary development, the significance of cues in learning, attitudinal problems such as distractibility and impulsivity, learning style, phonics, and memory. After outlining several learning theories concerning word analysis and reading, the paper underscores the need for innovations in reading instruction and recommends methods of coordinating interrelated skills and sources of information to improve student motivation and involvement. Several weaknesses in traditional methods of word decoding are examined, and a remedy based on the cue of syllabication is suggested. A dialogue illustrating the use of this instructional strategy is provided. Finally, the paper reviews learning theories related to reading instruction, highlighting stimulus response and cognition theories.

AN: **ED240296**
AU: **Savage, K. Lynn**
TI: **Teaching Strategies for Developing Literacy Skills in Non-Native Speakers of English**
PY: **1984**
NT: **Paper presented at the National Adult Literacy Conference (Washington, DC, January 19-20, 1984).**
DT: **Speeches/Meeting Papers; Guides - Classroom - Teacher**
AB: This paper deals with **strategies** for developing literacy skills in nonnative speakers of English. Discussed in the initial section of the paper are four different categories of English-as-a-second-language (ESL) adults and the basic philosophy that underlies the teaching of literacy skills to adults at all levels of literacy. The special needs of ESL students from preliterate societies and learning activities for use in addressing these special needs are examined. Described next are a series of **strategies** focusing on meaning that can be used successfully with students who are not themselves literate but who speak a language that has a common written form. A series of activities focusing on patterns are provided for use with ESL students who are well educated in their first language. Concluding the paper are sample lessons from a refugee camp in Southeast Asia and from an adult education center in San Francisco.

AN: **ED240297**
AU: **Longfield, Diane M.**
TI: **Teaching English as a Second Language (ESL) to Adults: State-of-the-Art.**
PY: **1984**
NT: **Paper presented at the National Adult Literacy Conference (Washington, DC, January 19-20, 1984).**
DT: **Speeches/Meeting Papers; Information Analyses - General**
AB: Although English-as-a-second-language (ESL) practitioners are generally making good progress in teaching listening and speaking skills, the entire area of teaching literacy skills to ESL students is barely in the formative stage. The teaching of ESL is further complicated when students are not only lacking in English literacy skills but are also functionally illiterate in their native languages. Educators need to become more aware of the special problems that even the most motivated ESL students face when learning a language that is as difficult to learn as is English. Whereas many ESL programs have been predicated on the notion that students must be orally proficient before they can read English, research shows that reading and speaking can be taught concurrently. To facilitate the teaching of reading and writing in the ESL classroom, educators should provide early and systematic instruction in areas such phonetic spelling, writing mechanics, structural analysis, study skills, and test taking. In addition, planners of ESL and literacy programs should devote more effort to pooling the resources of smaller local programs to avoid duplication, solicit cooperation from and work together with business and industry, offer counseling services, and provide necessary staff development activities.

AN: **ED273758**
AU: **Bright, Jeffrey P.; and others**
TI: **Adult Education Guide to ESL Curriculum: Beginning, Intermediate, and Pre-Advanced**
CS: **Chicago City Colleges, IL. Chicago Urban Skills Inst.**
PY: **1983**

DT: **Guides - Classroom - Teacher**

AB: This guide was developed by the Chicago Urban Skills Institute to provide improved instruction in English as a second language (ESL) to adults in the adult learning skills program. The guide provides standardized guidelines for the content of ESL courses and ideas for lesson and course planning. Course content is described for 21 ESL courses which comprise three course levels: beginning (201-203); intermediate (501-503); and pre-advanced (801-803). Each course consists of 10 to 15 communication objectives, which are stated in functional terms. Each objective describes life situations and suggests grammar structures and vocabulary appropriate to a specific instructional level. This guide has three parts. The first introductory section describes the guide; discusses the foundation of the ESL curriculum; and provides an overview of each level of instruction, functional English proficiency objectives for each cluster of three courses, general objectives per course, and a list of communication objectives for each course. Section two, the communication objectives, describes the content of what is to be taught in the ESL courses at the beginning, intermediate, and pre-advanced levels. Each communication objective has the following components: level and number, title, sample life situations, sample language, target sentence patterns, vocabulary, grammar structures, suggested **strategies**, notes for the instructor, and classroom notes. Appendices to the guide include suggested learning **strategies**, a reference glossary, program descriptions, and other resources including a six-page curriculum bibliography.

AN: **ED285977**

TI: **Utilization of New Technologies to Improve Instruction for Limited English Proficient Adults.**

CS: **Austin Community College, TX**

SP: **Texas College and University System, Austin. Coordinating Board.**

PY: **1987**

DT: **Reports - Descriptive**

AB: A project researched a process and generated a sample product to facilitate the teaching of English to adults who have limited proficiency in reading, speaking, or writing the language. Specific areas of interest included using a video cassette recorder (VCR) as a supplemental delivery system, using home video equipment to develop instructional unities through the formative evaluation stage, and producing instructional materials and **strategies** that were based on an analysis of the limited English proficient (LEP) students needs, interests, and adulthood. Generally, the project team found that (1) the use of the low-cost VCR technology is feasible; (2) incremental success rates and motivational response rates wee much higher than expected and teacher response was extremely favorable; (3) the demand by students and teachers generated by this pilot project for more tapes clearly indicates that it would be possible to implement this instructional strategy; and (4) in the opinion of the team, tape losses were minimal and would be far less in the more structured custody system of established course offerings and classes. Despite the success of the curriculum content and instructional strategy as measured by student and teacher response, analysis of the project product suggests that in the areas of linguistics and student orientation this project is only the gateway to quality, motivating, individualized, language instruction. The low-cost home videotapes should be refined and produced in a study and widely disseminated in order to facilitate and accelerate language learning by adults. (The bulk of this document contains the videotape scripts, research forms, and an external evaluation of the project.)

16. ADULT LITERACY AND EMPLOYMENT

AN: ED296163
CHN: CE050463
AU: Noe, Katherine L., Schlick
TI: Metacognitive Awareness in Job-Related Reading
PY: 1988
NT: Paper presented at the National Convention of the Council on Adult Basic Education (Seattle, WA, June 16, 1988).
DT: Speeches/Meeting Papers; Reports - Research
AB: Research was conducted into the metacognitive awareness of electronics workers in completing job reading task. The study examined how successful adult readers make decisions about why, when, and how to use reading on the job. It also identified unique aspects of the job reading context that both require workers to control their reading efficiently and productively and help them to do so. These included the role of worker' job experience as an aid in reading, readers' perceptions of what makes text difficult or easy to use, and the availability and use of sources of information other that print. Suggestions were make for incorporating metacognition training into job training programs to help adult readers make the most effective use of their work environments. Specific recommendations were that (1) job-related reading instruction needs to teach workers to be aware of the interaction of factors that work together to influence reading success; (2) because of the importance of efficiency and productivity on the job, workers need to develop personal strategies for effective use of reading; (3) those who generate materials to be read on the job must consider how, when, and where these materials are used; and (4) job training should include direct experience with and instruction in the specific materials and reading tasks encountered in the job.

AN: ED263918
AU: Goldberg, Lenny; And others
TI: Literacy, Employment and the California Economy: A study and Recommendations for Policy and Program for the California Literacy Campaign.
CS: Goldberg (Lenny) and Associates, Oakland, CA
SP: California State Library, Sacramento
PY: 1985
DT: Opinion Papers; Reports - Descriptive
AB: This examination of the relationship between illiteracy and the labor market in California describes in general terms the effects of widespread economy. It discusses current programs which address the lack of basic literacy skills in the labor market, and identifies some of the elements that contribute to successful programs. Finally, the report contains a number of policy and program suggestions directed particularly toward the state library efforts can relate more strongly to employment and labor market. Completed information in order to define the range of the problem; to assess services which were currently offered, extensive telephone interviews were conducted. Major sections of the paper comprise: (1) Defining the Illiteracy Problem as It Relates to Employment; (2) Current Literacy Delivery System as It Relates to Employment and Job Training; and (3) suggested Policies and Strategies

for Literacy and Employment, with Particular Focus on the Public Library Program.

AN: **ED236332**
TI: **Not Working: Unskilled Youth and Displaced Adults. A Look at the Demographic, Technological, and Educational Causes of Youth and Adult Unemployment and at Some Program Responses of the Ford Foundation. A Working Paper.**
CS: **Ford Foundation, New York, N.Y.**
PY: **1983**
AV: **Ford Foundation, Office of Reports, 320 East 43rd Street, New York, NY 10017**
DT: **Information Analyses - General; Reports - Descriptive**
AB: While minority youth and adults have traditionally experienced high rates of unemployment, recent demographic, educational, and technological changes have all combined to cause a sharp increase in the number of unemployed and displaced minority group workers. A review of past employment and training programs such as the Comprehensive Employment and Training Act (CETA) reveals that they suffer from a variety of shortcomings, including a lack of effective transitional mechanisms for moving into unsubsidized jobs, a scarcity of successful models for upgrading employees to better positions, poor system coordination and ineffective program design, and a failure to involve private industry adequately in the design and operation of employment and training programs. Currently, the Ford Foundation is helping to address the employment-related problems of minority youth by performing the following high-risk youth; promoting public and private partnership to address the training needs of high-risk and dropout youth; supporting research and policy studies involving youth, education, markets, and alternative forms of employment; and clarifying and testing ways in which displaced workers can adapt to the structural transformation of the labor market.